

One exploration of diversities and senses

With this game we want to introduce to the schools a tool to observe the schoolyard with a new perspective of diverisities and sences.

Promoting cooperation and inclusive values since childhood will allow us to achieve, in the long term, a more equal and just society.

Shall we play?

Concept

Clara Borràs and Equal Saree

Game based in the methodology of the book: "El patio de la escuela en igualdad. Guía de diagnóstico e intervención con perspectiva de género". Available here: https://pol-len.cat/llibres/patis-escola/

Design

Clara Borràs

Team and Coordination

We are an international team of women architects from Spain, Greece and Cyprus with different experiences in various places in the world. Our paths crossed in Barcelona where we shared our interest in participatory projects for urban development and social inclusion.

Julia Goula, Dafne Saldaña y Helena Cardona are part of Equal Saree founded in 2010. Equal Saree is a collective of Barcelona that applies the feminist perspective in architecture and urbanism. Among other projects, Equal Saree has developed a methodology of analysis and intervention with a gender perspective in schoolyards on which this game is based.

Konstantina Chrysostomou, Eva Grigoriadou and Georgia Manousogiannaki studied together in Crete, Greece, and then did their master's studies in Barcelona. Konstantina continues to work on inclusive urban strategies and participatory processes in Barcelona, while Eva and Georgia returned to Athens where they are working on educational and social programs.





WHAT WILL YOU FIND IN THIS DOCUMENT

- 1. The game: an introductory explanation.
- 2. How to plan the game: space, time and materials.
- 3. The 'step by step'.
- 4. The materials you will need to play.
 - A. Explanation of the questions
 - B. Assembly instructions for the 'origami'
 - C. Dossiers for each team (blue, yellow, red and yellow)
 - D. Cut-outs for the part of analysis



What is it?

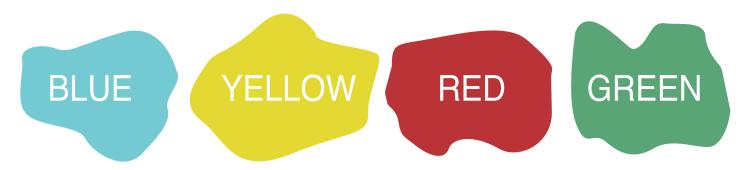
The game 'We observe our Schoolyard', is an educational and ludic tool, for the kids to explore the schoolyard through a new perpective. Through a fictional character, the students will work on empathy and will discover new aspects of the schoolyard.

To whom is it adreesed?

The game is addressed to the primary schools that would be interested in working on values of inclusivity and gender perspective.

How is it played?

The game is designed so that a class can make 4 categories of activities divided into 4 groups:



Now, depending on the level of reading comprehension, you can focus on making one or two of the categories between the whole class or making intergenerational groups throughout the school in order to make sure the understanding of the document.

Steps...

This game has 3 phases, each phase last 1-2 hours:

'The character, the 'origami' and the 'exhibition'

The three phases can be completed in the same or in different days.

PLANNING: SPACE, TIME AND MATERIALS

PHASE	DESCRIPTION	TIME	MATERIALS*	SPACE
1 Character	Write the identity document. Creation of the characters' figure. for the 4 groups: blue, yellow, red, green. 1 figure for each group.	15' 45'	4 Identity documents Wrapping paper for the mural. We make one big figure for each group. 4 pieces of wrapping paper in the same size as the height of the kids that we are going to work with. Pens, Pencils, colors, magzines, papers and cardboard of different colors and textures. Glue Scissors	Classroom/ Schoolyard
2 'origami'	Make the origami Go out in the yard and explore in 4 groups (the same groups of figure making)	20'	Templates for the 'origami'. Camera pieces of fabric or white cardboards Markers or colored pencils. Scissors Map of the school yard (from Google Maps or other) that is 18x16.5 cm approx.	Schoolyard
3 Exhibition	Create the exhibition common thoughts: Problematics, needs and nice experiences	30'	Materials to hang the figures on the walls either in your class-room, corridor or schoolyard. Copies of the cards (triangles and heart shapes)	Classroom Corridor Schoolyard

^{*}The material you need is in 4.ANNEX: Matterials you need to play.



3.1 CHARACTER

Character Creation

Identification document

Each group (red, blue, yellow and green) has to complete an identity document in order to have the characteristics of the person with whom they will work throughout the game.

Girls and boys have to fill in the NAME, LAST NAME, LIKES and DON'T LIKES. The AGE and DESCRIPTION section is filled out by teachers to ensure that they meet the specific needs of the class; diversities or needs, features of the personality that must be treated with special emphasis ...

Each group completes the identity document and places it below its figure once it is done.

	NAME SURNAME
LIKES DOES NOT LII DESCRIPTION	KE

CHARACTER

The figure

Once they have defined the profile of the person they will work with, groups can build their character. On a wall paper they must draw a silhouette from the body of a boy or girl. Once the silhouette is made, they can decorate it based on the information they have on the identity document.

You should take in mind that the next phase will be based on this person and should imagine that he/she is one more person of this class. In this mural they must paste the identity document to identify the person they work with.



3.2 ORIGAMI

Through the origami tool, girls and boys must answer a series of questions and challenges and decorate their character so as to come to conclusions about their shoolyard.

The teacher who is responsible for the activity must distribute every document to each group according to their color. Each document has the questions or challenges that the kids must complete, as well as the origami templates. Each document has different questions that give a more complete conclusion about the schoolyard.

Origami Assembly Steps

The Origami tool will be used to move from one question to the other. Every group will have as many questions as the folding surfaces (8). According to the age group, the kids may prepare the origami. In the annex you will find the origami assembly instructions.





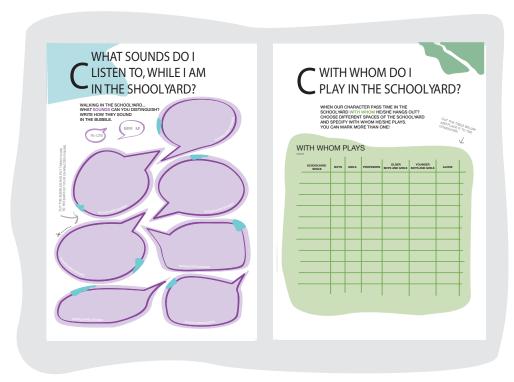
Development of the dynamics and creation of the mural

Once the 'origami' are assembled (one for each team), the exploration begins!

Girls and boys must choose a number and open and close the origami as many times as the number indicates. They must choose one of the colors that they see and show it of, in this way a question will be discovered (A-H). They should look for that question in their document and solve it. The questions range from completing boxes, drawing or walking around the schoolyard collecting material.

Once a question has been answered, they must choose another number and reopen and close the game, choose a new color and, therefore, a new question. This action will be repeated until all the questions of the origami are completed.

QUESTION EXAMBLE

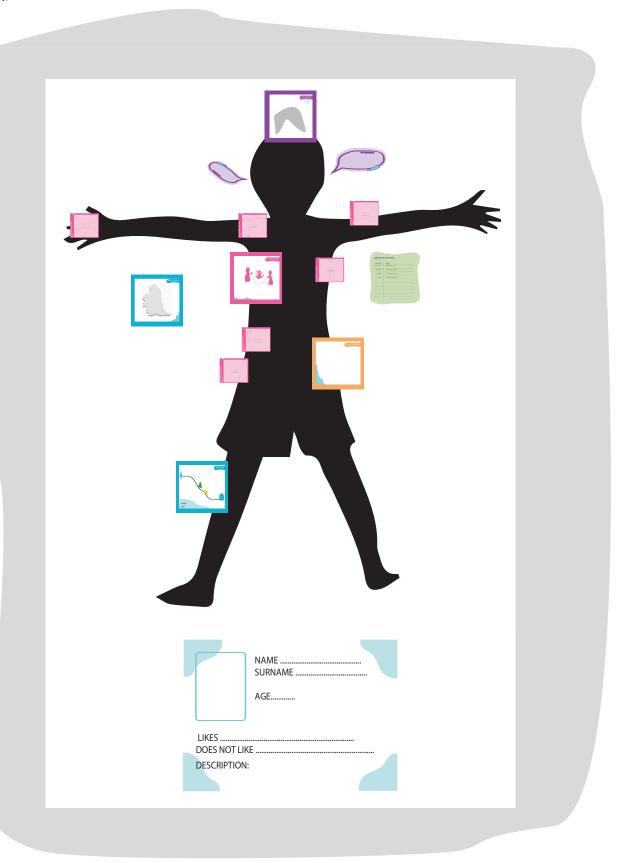


In each origami are represented the 5 parameters that allow to analyze the schoolyard from a qualitative point of view with the objective of creating more inclusive spaces and avoiding gender inequalities.

- Diversity
- F Flexibility
- C Comfort
- Interrelation
- Representation

The answers should be placed with glue on the body of the character figure that they think has to do with their response. In this way the character's mural is built with all the answers and challenges attached on its body.

This mural will be carefully stored so as to be used on the 3rd stage.



3.3 THE EXHIBITION

You start by hanging the murals (4 maximum), so that all students can observe them. In groups, they will be explaining and sharing what information they have collected, what problems they have detected and what they believe are the needs of their character to feel comfortable on their schoolyard.

In Annex D of this document there are cut-out figures in the form of an exclamation mark and a heart. Each group can cut these shapes and paste them according to:

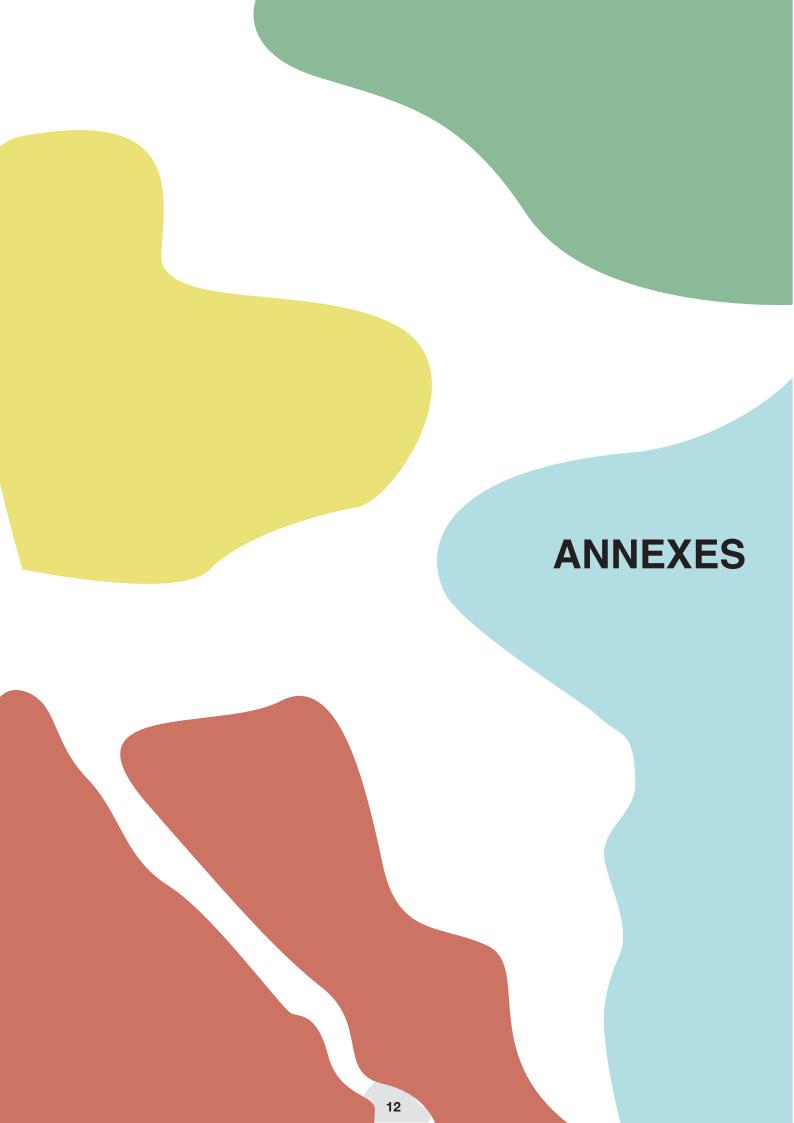


Exclamations: those aspects that, after speaking, have been found to express a necessity and represent a lack in the schoolyard.



Hearts: those aspects that, after speaking, have been detected to be good practices or points to express proposals for the schoolyard.

If various classes of the school take part, it could be possible to reserve a part of the schoolyard or the corridor, in order to make an exhibition to present the results of the game.





BLUE

A. HOW MUCH TIME

DO I NEED TO GET TO THE

NEAREST WC?

With a clock the kids must count how long it takes to get to the WC. Then they can draw on the line the elements and obstacles they encountered along the way; trees, stairs, benches... They must also write down the distance, ether in meters, steps, or other units they understand.

B. HOW MANY
MATERIALS DO I
TOUCH WITH MY HANDS
AT THE SCHOOLYARD?

Students walk through the schoolyard exploring the different materials they can find, they can either take pictures, draw or trace them. The images must be in the size of the boxes of their dossier. In case they have taken pictures, they can print and paste them later.

C. WHAT SOUNDS DO I
LISTEN TO, WHILE I

AM IN THE SCHOOLYARD?

Kids should pay attention to the different sounds they hear while they are in the schoolyard and represent them inside the bubbles.

D. WHEN IT RAINS IN THE SCHOOL, WHERE CAN I PROTECT MYSELF?

The group has to walk around the schoolyard looking for a shelter in case of rain, locate them on the map and mark them with the purple color (it corresponds to comfort parameter).

E. IN MY FAVORITE CORNER OF THE YARD I CAN ...

Imagining that they are their character the kids should think about what their favorite schoolyards' space would be, describe it and draw 5 different things that can be done there.

F. HOW MANY GROUP ACTIVITIES CAN I DO IN THE SCHOOLYARD?

Write and draw activities that your character could do in a group in the schoolyard, indicating the space.

G. SPACES WHERE I DO NOT FEEL COMFORTABLE...

Ask your classmates to detect spaces where some kids don't feel comfortable all girls and boys to use them, the reasons can be diverse: other kids do not let them play, the place is in bad condition ...

H. WHEN I GO AROUND THE SCHOOLYARD, WHAT OBSTACLES DO I FIND?

Imagining they are their character, kids have to walk all over the schoolyard with the intention to detect what obstacles they could come across in every free movement. They have to mark the obstacles in blue (it corresponds to the parameter of interrelation) on one copy of the map.

YELLOW

A. WHAT OBJECTS OF THE SCHOOLYARD CAN I LIFT WITH MY ARMS?

The students must look for all those elements of the schoolyard that believe that their character could lift/move autonomously. They can fill their answer with photographs or draw them or paste them on the answer sheet. It is important that they test it themselves.

F

B. ARE THE SCHOOLYARD AND THE SCHOOL BUILDING CONNECTED?

The kids should observe which parts of the school building are connected directly to the schoolyard either with a door or with a window. Then they must draw the views that they observe.

C. IN HOW MANY OF THE SCHOOLYARD'S

SPACES CAN I SIT?

Kids should walk around the schoolyard and sit at all those places where they feel comfortable. Then they have to draw them on the answer sheet.

D. HOW LONG DOES IT TAKE
TO ENTER TO MY CLASSROOM
FROM THE FARTHEST POINT OF
THE SCHOOLYARD?

Everyone must identify the point that is the furthest from the entrance of the schoolyard utnil the classroom and must count time and distance, either in steps, meters or in other units of measure that they understand.

E. WHAT CAN I DO IN THE SHOOLYARD WHEN IT IS HOT?

The group must put themselves in the situation of a very sunny and very hot day and they must think and draw what their character could do to enjoy the schoolyard without suffering the climatic consequences ...

F. HOW CAN I TAKE CARE OF THE SCHOOLYARD?

The group will share in what ways they can take care of their schoolyard. That is, how they get involved in the care of schoolyard's spaces. They write it down in the bubbles.

G. WHAT KIND OF

SPACES DO WE HAVE IN THE
SCHOOLYARD?

Including all the spaces of the schoolyard, they should think who uses it normally identifying the person's profile.

H. WHERE ARE THERE
TREES IN THE SCHOOLYARD
THAT HELP ME BREATHE
BETTER?

Taking a copy of the map of the schoolyard, kids must mark with purple color (corresponds to the comfort parameter) all those spaces that have trees or some type of vegetation.

RED

A. HOW MANY DIFFERENT MATERIALS CAN I TOUCH WITH MY HANDS?

F

Kids must gather near their figure a pile of materials that they have already collected from the schoolyard: leaves, sand, branches ... it is interesting to know what materials the environment offers with which they can interact. They could stick these materials or take a picture and paste it.

B. THE COLORS OF MY SCHOOLYARD ARE ...

Looking at the schoolyard, they should make a list of colors on their answer sheet on the top of the table. Instead of writing the color, they must make a stain with that color, the stain should be proportional to the amount of that color they can find in the yard.

C. IN WHICH PLACES
CAN I RELAX?

BECAUSE ...



Taking a copy of the map of the schoolyard, kids must mark with purple color (corresponds to the Comfort parameter) all those spaces where their character can relax and enjoy the silence.

D. CROSSING THE SCHOOL-YARD FROM SIDE TO SIDE ISDIFFICULT FOR ME

All the girls and boys have to cross the schoolyard from side to side acting as their character. They must observe all the obstacles that they come across in doing this route and draw them in order on the line.

E. WHO DECIDES WHAT
ACTIVITIES WE DO IN THE
SCHOOLYARD?

Kids should think about different activities/games they do in the schoolyard (6 maximum), draw a picture in each box and write down who makes the decision about what is done (boys, girls? Teachers? Courses? ...?)

F. HOW IS THE VIEW THAT I SEE BEYOND THE SCHOOLYARD? Deciding on the favorite place of the schoolyard among everyone, kids should look outside, beyond the schoolyard, and draw the landscape they see. They all can draw and then staple all the sheets or draw a drawing among all.

G. IN HOW MANY WAYS
CAN I PLAY IN THE
SCHOOLYARD?

D

To explore the diversity of game opportunities in the schoolyard, kids must make a list of games they play and check the corresponding boxes.

H. IN THE SCHOOLYARD THERE ARE PLACES THAT MAKE ME FEEL BAD...

Whether due to conflicts, the state of the space or its location, kids should imagine in which spaces your character would not feel very comfortable. They should write the situation in a few words.

GREEN

A. HOW LONG DOES IT TAKE TO REACH A WATER SOURCE?



Choosing 3 different points of the schoolyard, kids must count how far they walk and how long it takes to reach the nearest water source. They must move around imagining that they are their character. On the line of the answer sheet they must draw the elements that they have found along the way.

B. WITH HOW MANY
COLORS CAN I STAIN MY
CLOTHES?

Kids must walk through the schoolyard and start brushing pieces of fabric or white paper against different surfaces for a collection of possible things that could stain their clothes

C. WITH WHOM DO I PLAY IN THE SCHOOLYARD?

R who

D

Imagining that they are their fiction characters, they must choose different spaces in the schoolyard and check the boxes indicating who they share the game with.

D. IN WHICH SPACES OF THE SCHOOLYARD CAN I IMAGINE STORIES?

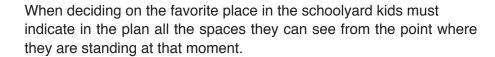
Within each cloud kids must draw different spaces that they attract them to play using their imagination.

E. CAN I PLAY WITH MY FAMILY IN THE SCHOOLYARD?



Inside the boxes, girls and boys must draw different scenes in which their character is taking part while using the schoolyard with his/her family. They must indicate which place in the courtyard they are representing.

F. HOW MANY DIFFERENT SPACES OF THE SCHOOL-YARD CAN I SEE FROM WHERE I AM NOW?



G. IN THE SCHOOLYARD WE CAN CELEBRATE ...



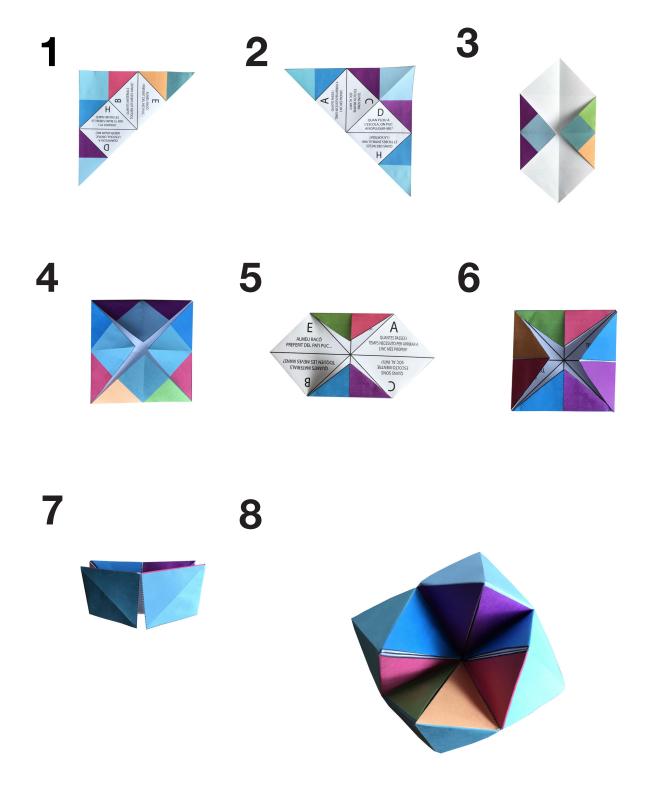
Is the schoolyard capable to hold events? Kids should think of 5 celebrations or activities that can be held in the schoolyard and describe their characteristics.

H. MY FAVORITE SPACE IN THE SCHOOLYARD IS...

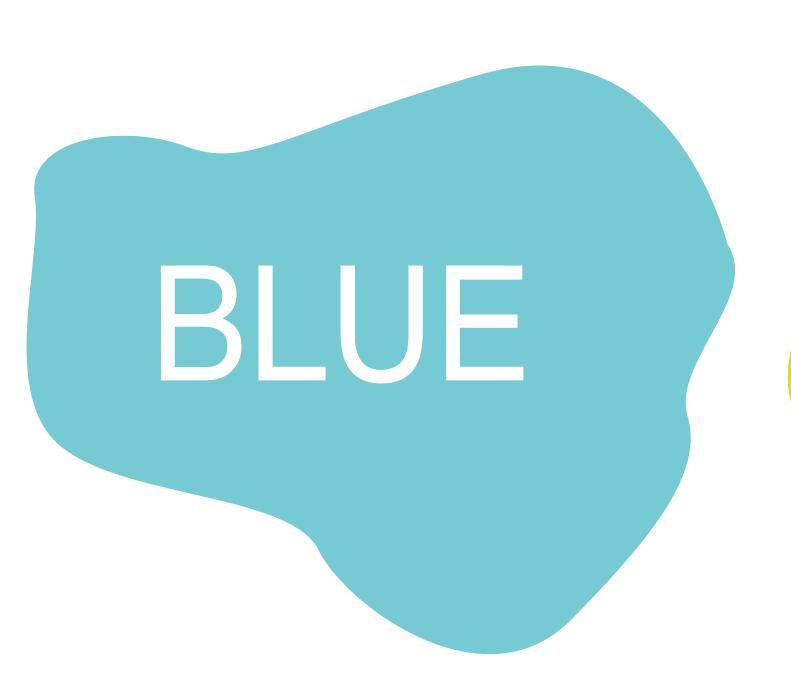


Putting themselves in the shoes of their character, kids should draw a picture of what they think would be their favorite space from every other space in the schoolyard. Under the drawing they must justify what is happening in this space that makes it favorite more than the rest.

ANNEX ORIGAMI ASSEMBLY INSTRUCTIONS







NAME SURNAME	AGE

DOES NOT LIKE LIKES

DESCRIPTION:

3<

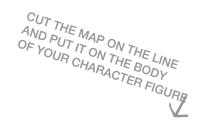
A

HOW MUCH TIME OR STEPS DO I NEED TO GET TO THE NEAREST WC?

IMAGINE YOU ARE THE CHARACTER AND DESCRIBE THE FASTEST PATH YOU CHOOSE TO GO TO THE CLOSEST WC HOW FAR WAS IT? HOW MUCH TIME DID YOU NEED? WHAT DID YOU ENCOUNTER IN YOUR

SCKETCH IT ON THE LINE BELOW

WAY?







DISTANCE:

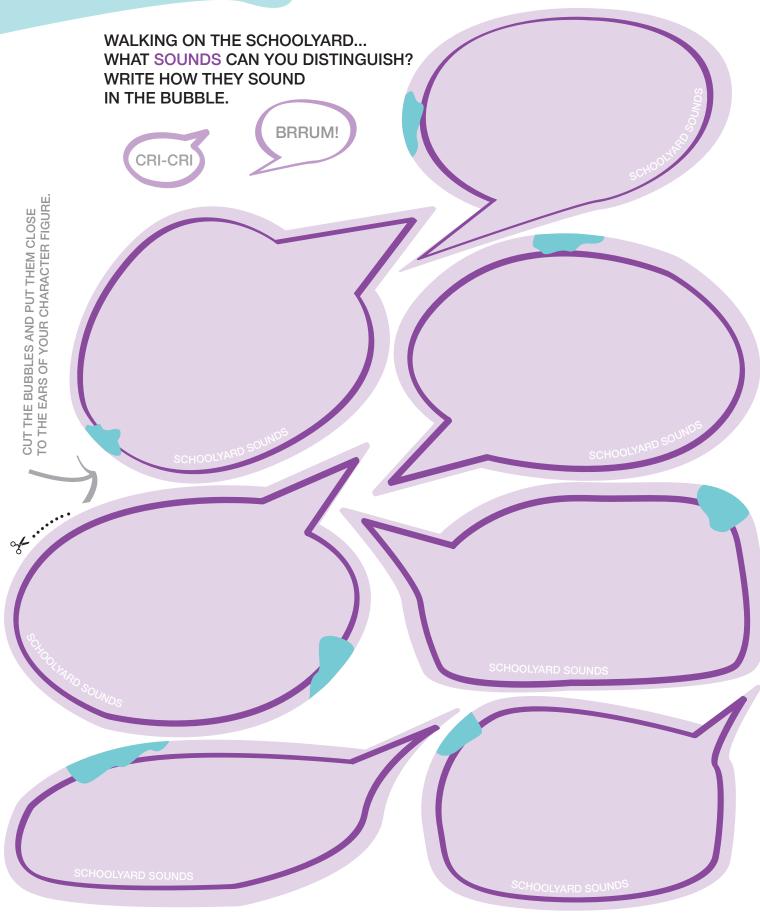
TIME:

B MATERIALS CAN I TOUCH WITH MY HANDS AT THE SCHOOLYARD?

WALKING IN THE SCHOOLYARD TAKE PICTURES OR DRAW ALL THE MATERIALS THAT YOU CAN FIND: CEMENT, WOOD, EARTH... AND PUT THEM IN THE BOXES BELOW.



WHAT SOUNDS DO I LISTEN TO, WHILE I AM IN THE SHOOLYARD?





STICK A MAP OF THE SCHOOLYARD AND MARK WITH ON THE LINE BY THE LINE BY THE LINE BY THE LINE BY THE CHARACTER CAN BE CHARACTER FIGURE OF

CUT THE MAP BELOW



IN MY FAVORITE CORNER IN THE SCHOOLYARD...

IMAGINE WHAT IS THE FAVORITE SPACE OF YOUR CHARACTER IN THE SCHOOLYARD.
IMAGINE 5 DIFERENT THINGS THAT HE/SHE
CAN DO IN THIS SPACE AND MAKE A DRAWING

CUT THE DRAWING
BELOW THE LINE AND PUT IT ON THE

V

SPACE FLEXIBILITY

0 11.00

HOW MANY GROUP ACTIVITIES CAN I DO IN THE SHCOOLYARD?

DRAW AND WRITE DOWN THE ACTIVITIES YOU DO IN GROUPS WHENEVER YOU ARE IN THE SCHOOLYARD.

CUT THE DRAWING BELOW THE LINE AND PUT IT ON THE FIGURE OF



ACTIVITY IN GROUPS

diversity

SPACES WHERE I DO NOT FEEL COMFORTABLE ...

WHAT SPACES OF THE SCHOOLYARD DO YOU THINK YOUR CHARACTER NEVER USES? FOR WHAT REASON? ARE THEY IN BAD CONDITION? THEY DO NOT LET ME PLAY...
MAKE A LIST AND WRITE THE REASON.

CUT THE TABLE BELOW AND PUT IT ON THE FIGURE OF

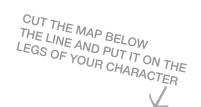
SPACES THAT WE DO NOT USE

SPACES OF THE SCHOOLYARD	WHY?

WHEN I GO AROUND THE SCHOOLYARD, WHAT OBSTACLES DO I FIND?

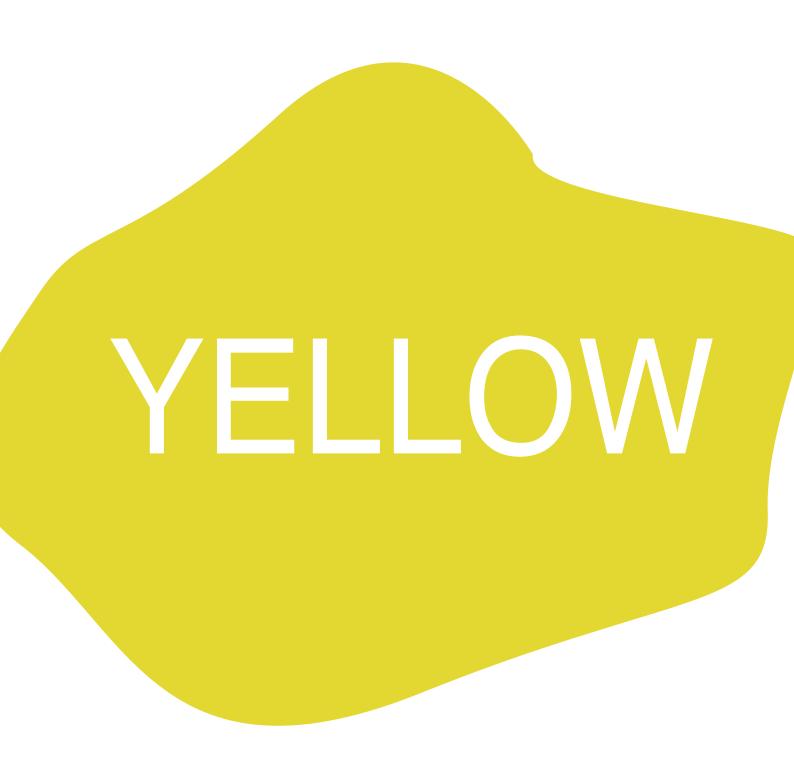
STICK ONE COPY OF THE SCHOOLYARD MAP IN THIS PAPER AND MARK WITH BLUE COLOR THE OBSTACLES THAT OUR CHARACTER FINDS WHILE HE/SHE MOVES FROM ONE PLACE OF THE SCHOOLYARD TO ANOTHER.

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SCHOOLYARD OBSTACLES

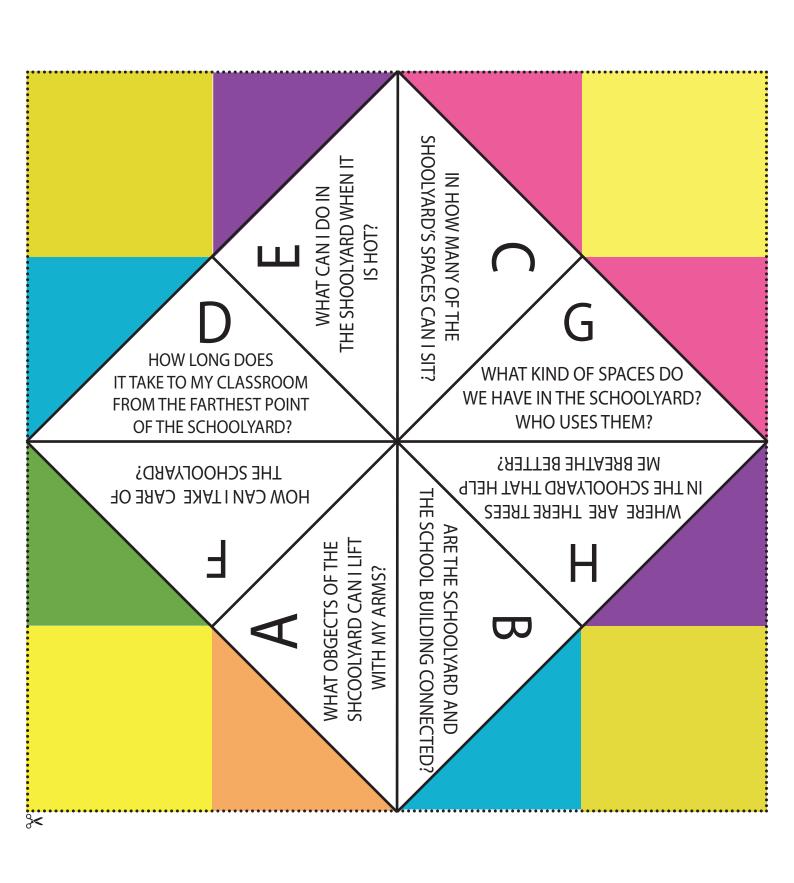
STICK HERE THE MAP



NAME	AGE	

DOES NOT LIKE LIKES

DESCRIPTION:





WHAT OBJECTS OF THE YARD CAN I LIFT WITH MY ARMS?



WHILE YOU PASS FROM THE SCHOOLYARD IMAGINE YOU ARE THE CHARACTER YOU MADE... WHAT OBJECT ARE YOU ABLE TO LIFT ALONE?

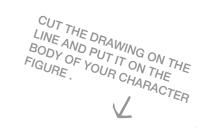
TAKE PICTURES OR MAKE DRAWINGS OF THE DIFFERENT ELEMENTS THAT YOU FIND IN YOUR WAY.

LIGHT ELEMENTS

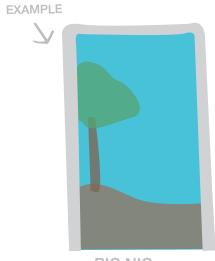
B

ARE THE SCHOOLYARD AND THE SCHOOL BUILDING CONNECTED?

HOW MANY SPACES OF THE SCHOOL BUILDING ARE CONECTED WITH THE SCHOOLYARD WITH DOORS OR WINDOWS? DRAW A DOOR OR A WINDOW AND THE VIEW OF THE SCHOOLYARD THAT YOU SEE FROM YOUR CLASROOM AND WRITE DOWN THE NAME OF THIS POINT.







PIC NIC

IN HOW MANY OF THE SCHOOLYARD'S SPACES **CANISIT?**

IF OUR CHARACTER SEARCH A PLACE TO REST, WHERE

CUT THE DRAWING BELOW

ON THE LINE AND PILT IT

DRAW THE DIFFERENT OPTIONS THAT HE/SHE FINDS IN THE WHOLE SCHOOLYARD.

THE LINE AND PUT IT ON THE BODY OF YOUR

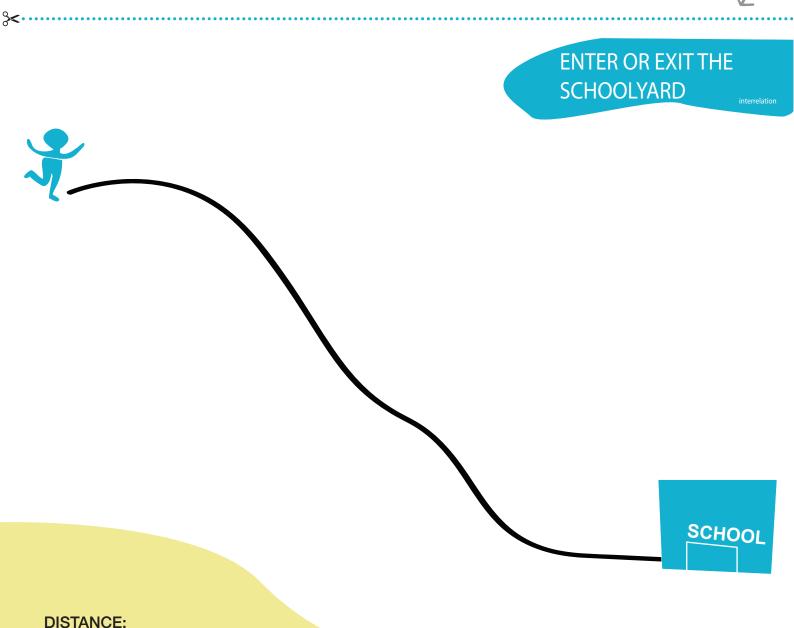


SITTING AND RESTING

HOW LONG DOES IT TAKE TO ENTER TO MY CLASSROOM FROM THE FARTHEST POINT OF THE SCHOOLYARD?

IMAGINE YOU ARE YOUR CHARACTER AND GO TO THE FURTHEST POINT OF THE SCHOOLYARD.
MEASURE THE DISTANCE YOU DID AND COUNT THE TIME YOU SPENT.

CUT THE DRAWING BELOW
OF YOUR CHARACTER



TIME:

E WHAT CAN I DO IN THE SCHOOLYARD WHEN IT IS HOT?

WHAT CAN YOUR CHARACTER DO IN THE SCHOOLYARD WHEN IS VERY HOT? EXPLAIN IT WITH YOUR DRAWINGS!

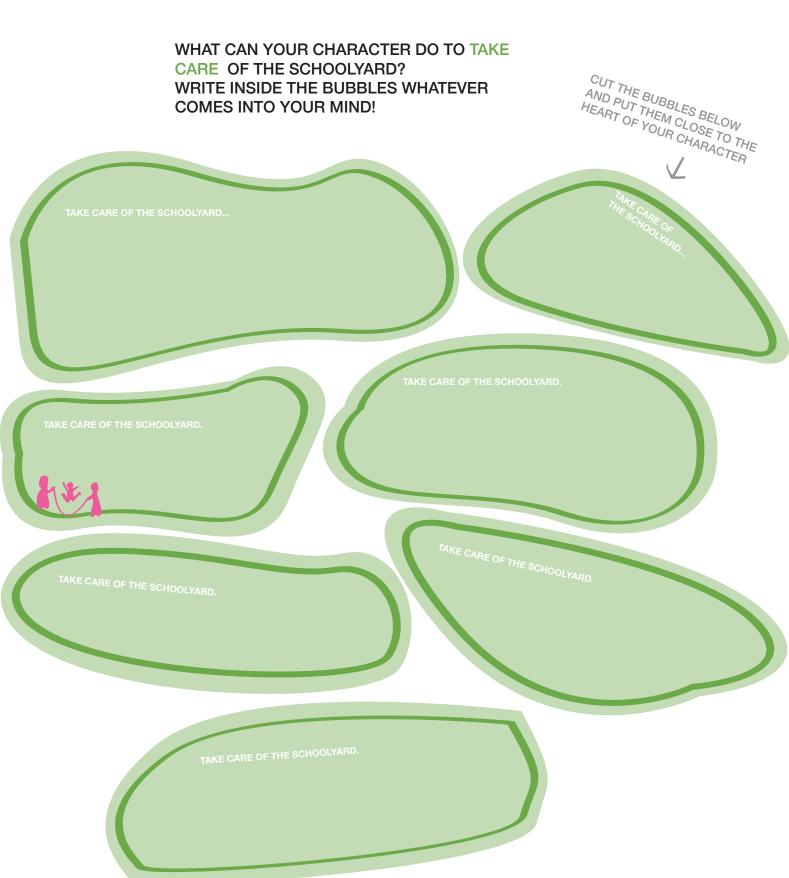
CUT THE DRAWING BELOW AND PUT IT ON THE LEGS

AGAINST THE HEAT...

. . . .



HOW CAN ITAKE CARE OF THE SCHOOLYARD?



WHAT KIND OF SPACES DO WE HAVE IN THE SCHOOLYARD? WHO USES THEM?

FILL THE TABLE BELOW WITH DIFFERENT SPACES THAT YOU THINK.

CUT THE TABLE BELOW AND PUT IT ON THE FIGURE OF YOUR CHARACTER

USES OF THE SCHOOLYARD

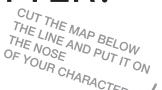
diversity

SPACES OF THE SCHOOLYARD	GENDER	WHICH CLASS USE THEM?	EVERYBODY CAN HAS ACCESS?

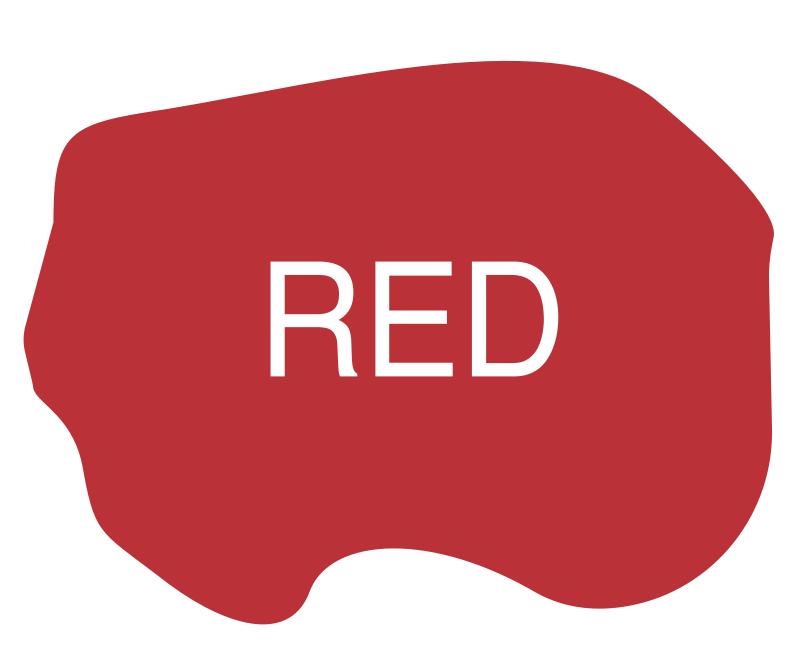


WHERE ARE THERE TREES IN THE SCHOOLYARD THAT HELP ME BREATHE BET

PURPLE MARK THE ZONES THAT THERE ARE TREES OR OF YOUR CHARACTER



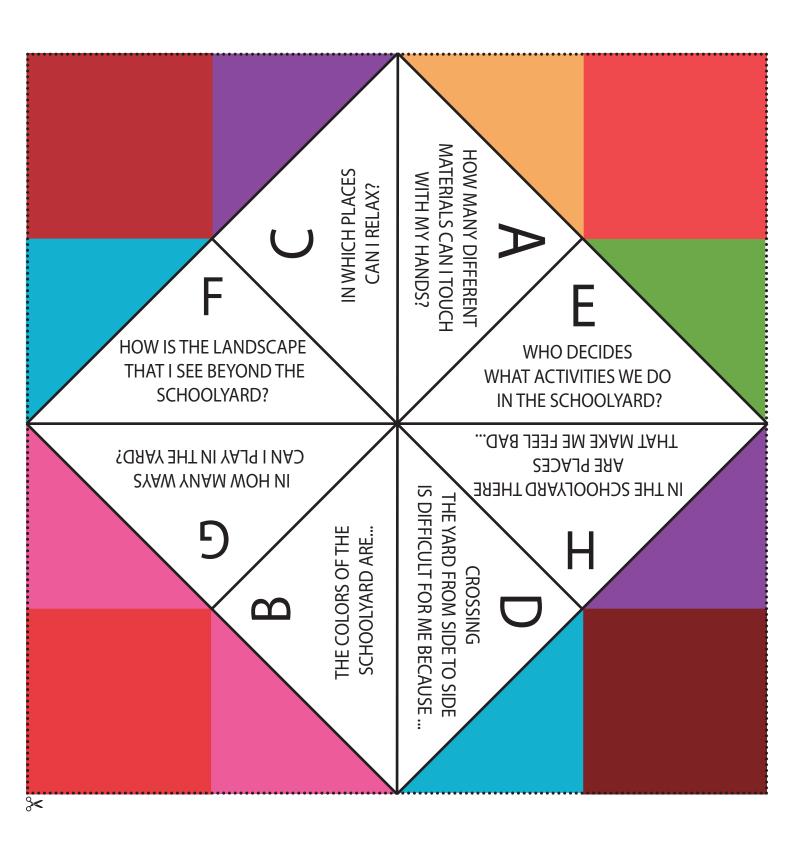
NATURE IN THE SCHOOLYARD

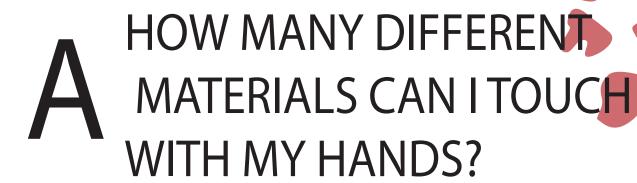


NAME SURNAME	AGE	

DOES NOT LIKE LIKES

DESCRIPTION:





IMAGINE YOU ARE YOUR CHARACTER AND YOU PASS FROM THE SCHOOLYARD, HOW MANY MATERIALS CAN YOU TOUCH WITH YOUR HANDS?

COLLECT THEM OR STICK THEM OR TAKE A PICTURE.

CUT THE PICTURE AND STICK IT YOUR FIGURE.

V

OBJECTS

flexibility



B THE COLOURS OF THE SCHOOLYARD ARE ...

PASSING FROM THE SCHOOLYARD, HOW MANY COLORS DO YOU SEE? FILL THE TABLE BELOW HOW OFTEN YOU SEE THIS COLOR.

	COLOR	LITTLE	A LOT	CUT THE TABLE BELOW THE LINE AND PUT IT CLOSE CHAPA
4				TO THE EYES OF YOUR CHARACTER FIGURE.

THE COLOURS OF MY
SCHOOLYARD divers

A LO		COLOR

IN WHICH PLACES **CANIRELAX?**

IF YOUR CHARACTER SEARCH FOR A SPACE PEACEFUL AND QUIET, WHEN SHOULD HE/SHE GO?

DRAW A MAP OF THE SCHOOLYARD AND MARK WITH PURPLE COLOR.

CUT THE DRAWING BELOW THE LINE AND PUT IT ON THE BODY OF YOUR CHARACTER FIGURE



RELAX IN THE SCHOOLYARD

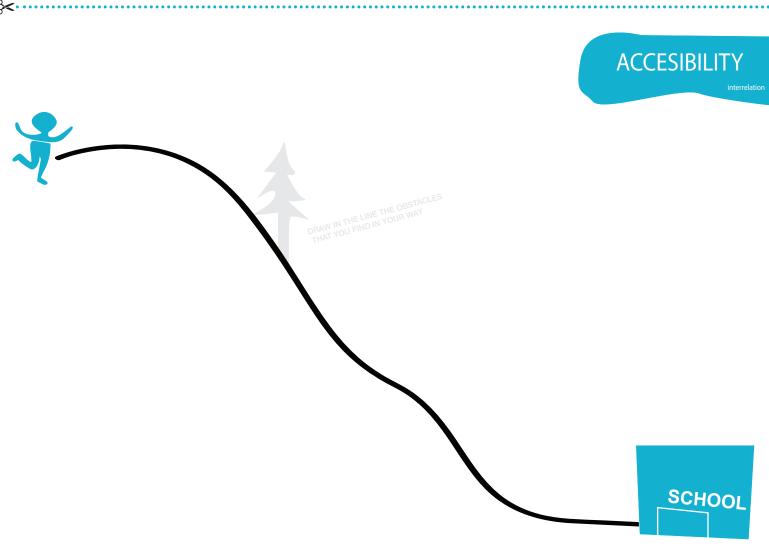
FROM SIDE TO SIDE IS DIFFICULT FOR ME BECAUSE...

IMAGINE YOU ARE YOUR CHARACTER AND GO TO THE FURTHEST POINT OF THE SCHOOL-YARD AND THEN CROSS TO REACH THE OTHER SIDE.

WHAT OBSTACLES YOU FIND?

DRAW THEM ON THE LINE BELOW.





WHO DESIDES WHAT ACTIVITIES WE DO IN THE SCHOOLYARD?

DRAW DIFFERENT GAMES/ACTIVITIES THAT YOU DO IN THE SCHOOLYARD AND EXPLAIN WHO IS THE PERSON WHO DECIDES IT.

CUT THE BOXES BELOW AND PUT THEM ON YOUR CHARACTER



	4
DECISIONS IN THE SCHOOLYARD representation :===================================	DECISIONS IN THE SCHOOLYARD representation Color in the school in the s
DECISIONS IN THE SCHOOLYARD representation In the school of the school	DECISIONS IN THE SCHOOLYARD representation EDGI EDGI
DECISIONS IN THE SCHOOLYARD representation COLUMBRICATION CO	DECISIONS IN THE SCHOOLYARD representation Compared the school of the sc



HOW IS THE LANDSCAPE THAT I SEE BEYOND THE SCHOOLYARD?

MAKE A DRAWING OF THE SCHOOLS'
SURROUNDINGS THAT YOU SEE FROM YOUR
FAVORITE PLACE OF THE SCHOOLYARD.

CUT THE DRAWING BELOW THE LINE



SCHOOL SURROUNDINGS

IN HOW MANY WAYS CAN I PLAY IN THE SCHOOLYARD?

LOOK FOR DIFFERENT PLACES OF THE SCHOOLYARD WHERE YOUR CHARACTER GO TO PLAY AND MARK-WHAT TYPE OF ACTIVITY HE/SHE DOES IN EVERY SPACE.

CUT THE TABLE
AND PLACE IT ON THE

TYPES OF GAMES

diversity						
SCHOOLYARD SPACE	JUMP	RUN	FLIP	CLIMB	MESSY PLAY	IMAGINE HISTORIES

IN THE SHOOLYARD THERE ARE MOMENTS WHEN YOUR CHARACTER MIGHT HAD FELT FEAR OR DISCOMFORT...

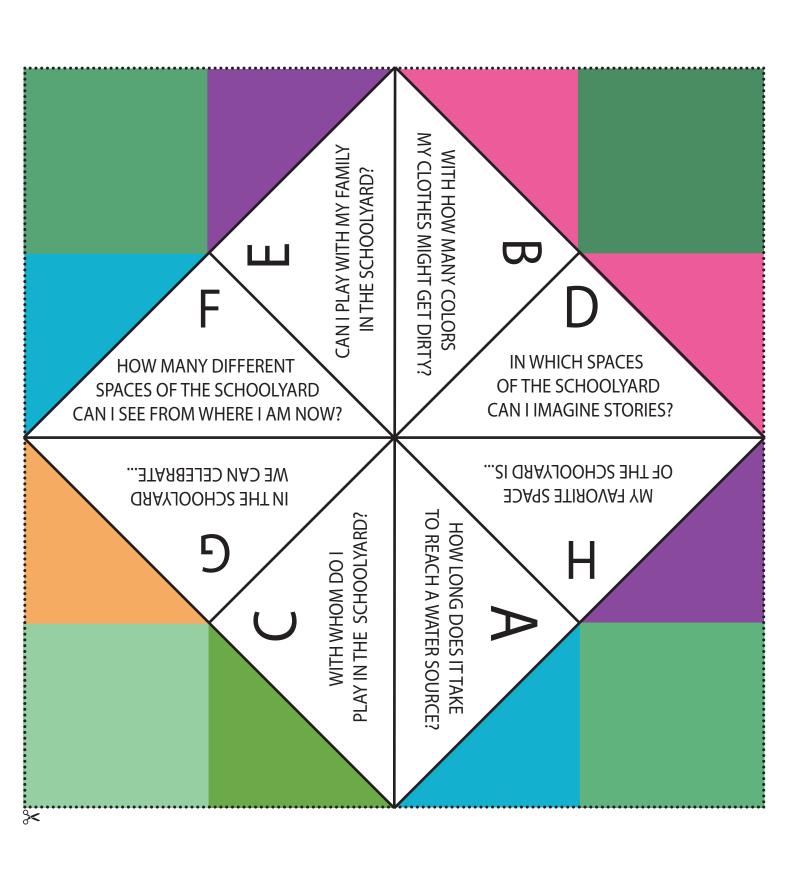




NAME SURNAME	AGE	

DOES NOT LIKE LIKES

DESCRIPTION:



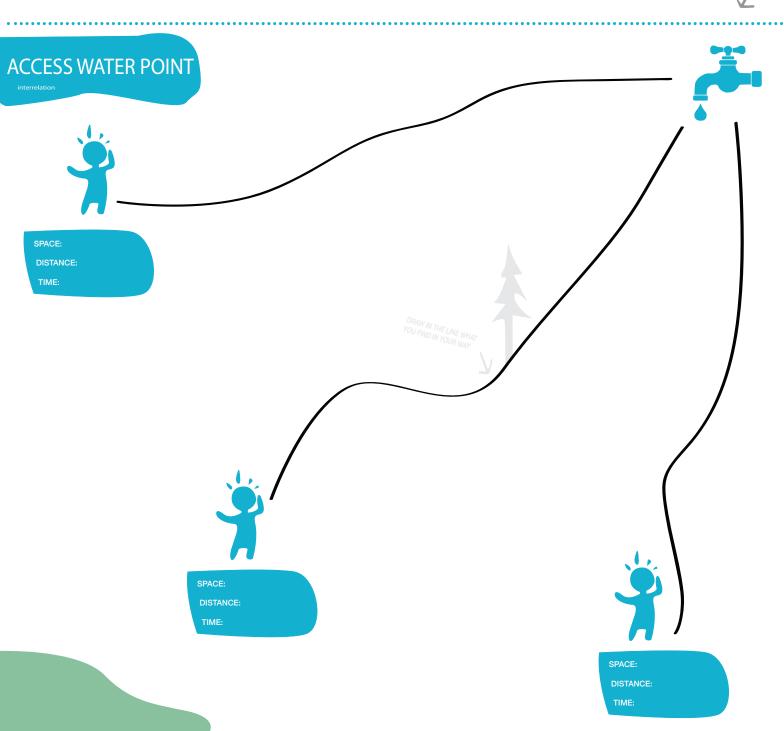
HOW LONG DOES IT TAKE TO REACH A WATER SOURCE?

CHOOSE 3 POINTS OF THE SCHOOLYARD AND COMPLETE THE DISTANCE THAT YOUR CHARACTER NEEDS TO ARRIVE IN THE WATER POINT THAT IS CLOSER.

DRAW WHAT YOU FIND IN YOUR WAY.



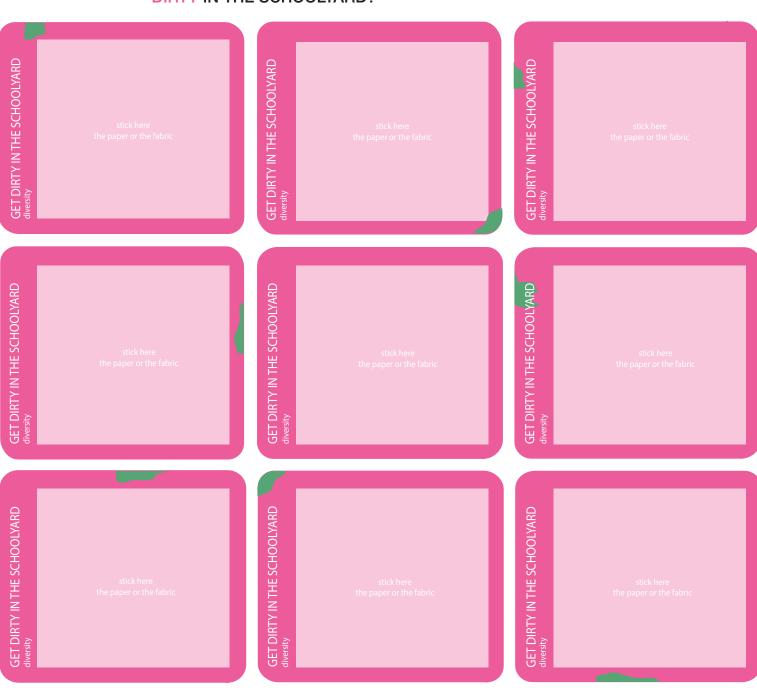




B WITH HOW MANY COLORS CAN MY CLOTHES GET DIRTY?

COLLECT PIECES OF FABRIC AND PAPER.
WALKING AROUND THE SCHOOLYARD PUT THEM IN DIFFERENT
MATERIALS.

IN WHICH OBJECTS YOUR CHARACTER CLOTHES MIGHT BECOME DIRTY IN THE SCHOOLYARD?



WITH WHOM DO I PLAY IN THE SCHOOLYARD?

WHEN OUR CHARACTER PASS TIME IN THE SCHOOLYARD WITH WHOM HE/SHE HANGS OUT? CHOOSE DIFFERENT SPACES OF THE SCHOOLYARD AND SPECIFY WITH WHOM HE/SHE PLAYS. YOU CAN MARK MORE THAN ONE!

CUT THE TABLE BELOW AND PLACE IT TO THE FIGURE.

WITH WHOM PLAYS

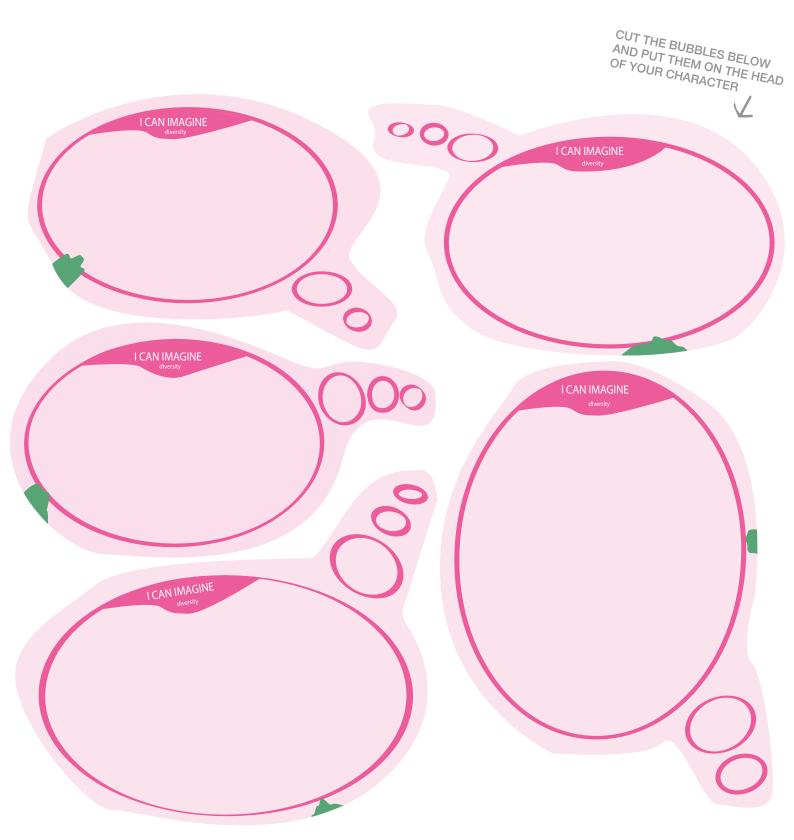
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SCHOOLYARD SPACE	BOYS	GIRLS	PROFESSORS	OLDER BOYS AND GIRLS	YOUNGER BOYS AND GIRLS	ALONE	
							L
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IN WHICH SPACES OF THE YARD CAN I IMAGINE STORIES?

PASS BY THE SCHOOLYARD AND LOOK FOR SPACES THAT YOUR CHARACTER CAN PLAY WITH STORY TELLING. DRAW OR MARK EVERY SPACE INSIDE THE BUBBLES.



CAN I PLAY WITH MY FAMILY IN THE SCHOOLYARD?

IF YOUR CHARACTER WANTS TO SPENT TIME WITH HIS/HER FAMILY, WHAT SPACE COULD THEY ALL MAKE USE? WHAT ACTIVITIES COULD MAKE ALL TOGETHER? DRAW IT OR WRITE IT DOWN INSIDE THE SHAPES BELOW.

CUT THE SHAPES AND PUT THEM

IN THE SCHOOLYARD WITH
THE FAMILY comfort

IN THE SCHOOLYARD WITH
THE FAMILY comfort

IN THE SCHOOLYARD WITH
THE FAMILY comfort

IN THE SCHOOLYARD WITH

THE FAMILY comfort



HOW MANY DIFFERENT SPACES OF THE SCHOOLYARD CAN I SEE FROM WHERE I AM NOW?

CUT ONE MAP OF THE SCHOOLYARD AND MARK WITH AN 'X' THE POINT THAT YOU ARE NOW. WITH BLUE COLOR MARK THE PLACES THAT YOU CAN SEE FROM THE PLACE YOU ARE.



SCHOOLYARD VISIBILITY

STICK HERF THE MAR



G IN THE SCHOOLYARD WE CAN CELEBRATE...

MENTION 5 SCHOOL CELEBRATIONS THAT TAKE PLACE IN THE SCHOOLYARD AND FILL THE TABLE BELOW

SPACES FOR CELEBRATIONS

flexibility

CELEBRATION	SPACE	ACTIVITIES YOU DO ex. dance, eat, listen to music	HOW MANY PEOPLE PARTICIPATE

MY FAVORITE PLACE IN THE SCHOOLYARD IS...

CONSIDERING THE PREFERENCES AND THE PRESONALITY OF YOUR CHARACTER THINK WHICH WOULD BE HIS/HER FAVORITE SPACE.

CUT THE MAP BELOW
THE LINE AND PUT IT ON
THE BODY OF YOUR CHARACTER

DRAW IT AND EXPLAIN WHY.







